

Helping the Helpers: A Learning Assessment of Domestic Violence Online Advocacy Training

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Abstract: The purpose of this learning assessment study was to explore how the use of case-based scenarios and continuous assessment effects learner engagement for domestic violence advocates participating in online training from the Hawai'i State Coalition Against Domestic Violence (HSCADV). For this project, an online learning module on the essential elements of safety planning was developed that addressed: victim choice and autonomy, threat assessment, and safety strategies for victims who are in or planning to leave an abusive relationship. A three-part, fictional case-study video was filmed and played throughout the course of instruction to engage learners and tie the instructional content back to the learners' job-related functions. Participants in the study were also asked several questions throughout instruction that required them to relate the facts of the scenario with the training content. After rating the instruction across the affective dimensions of attention, relevance, confidence, and satisfaction, learners in the study generally found the training to be engaging. Advocates with learner characteristics most similar first-time advocates provided the most consistently positive ratings.

Statement of the Problem

Victims seeking options to leave a home environment where there is abuse often struggle to find resources to navigate a complex criminal and civil legal system. Advocates who work for community-based domestic violence services are the front-line support for victims as they make critical decisions about their safety and future. There is some evidence to indicate that domestic violence victims who work with advocates see a reduction in violence in their lives over time and are better able to access services and support (Sullivan & Bybee, 1999).

New staff at domestic violence agencies may, or may not, have direct experience working with victims of crime and may not have formal academic training in a related field. Due to the intensity of the work environment, domestic violence shelters struggle to recruit and retain qualified staff (Merchant & Whiting, 2015). After employment, many domestic violence advocates cite the impact of repeated exposure to client trauma and a sense of isolation as a reason for leaving their positions, and often the field entirely (Slattery, 2003).

In order to provide comprehensive domestic violence services for those women, children, and men who are escaping an abusive home, advocates in Hawai'i must complete basic training (Haw. Rev. Stat § 33.626.505.5). To date, this training has largely been conducted in-person, within a specific community-based agency. Less often, in-person trainings have been offered

for multiple agencies on a specific island by the Hawai'i State Coalition Against Domestic Violence (HSCADV).

While advocates often voice a preference for in-person training, these events are not only expensive to produce, but can only be conducted when there is a critical mass of new learners to justify the cost. These fiscal and logistical constraints often result in a sad reality: in rural/isolated areas, like Hawaii's neighbor islands, multi-agency training events are held infrequently.

There has been some work in the victim service community to provide online instruction, but most of the investment in this kind of training has focused completely on lecture-style asynchronous content and, like many types of online training, has largely ignored affective learning strategies (Picard et al., 2004). Many of these trainings also do not collect learner data in the aggregate so instructors have no idea what modules are working successfully, and which modules need a redesign.

Research purpose

The purpose of this learning assessment study was to explore how case-based examples and continuous assessment effects learner engagement for domestic violence advocates participating in online training from the Hawai'i State Coalition Against Domestic Violence (HSCADV).

Literature Review

A systems approach to instructional design is an effective method for integrating the construction and evaluation instruction into one coherent process (Dick et al., 2014). Once the goals of instruction are determined, it is possible to implement a nimble and iterative process that can be concretely measured and continuously improved. Generally, educational strategies and assessment instruments are selected based on both instructional goals and the domain of learning that the instruction is designed to impact: cognitive, affective, or psychomotor.

Measuring Engagement. In this project, the instruction was designed to increase learner engagement; therefore it was necessary to select instructional strategies and assessment instruments that measure affective outcomes. One of the most widely established frameworks to describe and measure student engagement is the ARCS model, which measures engagement along the dimensions of attention, relevance, confidence, and satisfaction (Keller, 2010). Engagement is an important learning domain to measure because it positively correlates with student satisfaction and instructional quality (Coates, 2005).

Effectiveness of online training for workforce development. For many small to medium-sized organizations, online training can be an efficient and cost-effective option for employee training (Sambrook, 2003). Despite hesitance from some learners, it is possible to

achieve learning outcomes in an entirely asynchronous environment (Russell et al., 2009). In fact, a meta-analysis from the US Department of Education suggests that students, particularly older students, perform as well and sometimes better in an online setting as similar face-to-face instruction (Means et al., 2009). Online training has also proven to be effective for social service gatekeepers (Ghoncheh et al., 2016) as well as for individuals providing batterer's intervention services (Hilton & Ham, 2015). Encouragingly, there is also some evidence to suggest that learners who engage in online instruction within a professional development context are more motivated to initiate, persist, and complete instruction (Kim, 2004).

Case-based learning is an effective learning and engagement strategy. When learners are asked to apply their knowledge and skills acquired through instruction to address real-world scenarios, this is often referred to as case-based learning (Boehrer & Linsky, 1990). For learners in a professional development context, case-based learning has been found to be an effective instructional strategy, particularly for service-oriented professions (Agostinho et al., 2005). Case-based learning is also more consistent with a practice-based approach that links and connects the learner to ideas and concepts consistent with their professional practice (Boud & Hager, 2012). Professional development, in particular, is more effective when it supports a deepening of expertise and domain-specific knowledge (Russell et al., 2009).

Case-based learning also holds promise as a learner engagement strategy. Case-based exercises can not only effectively communicate educational content, but also improve the learner's attitude about instruction (Lim, 2004). Users find content more relevant and engaging when it matches the nature of the work the learner is expected to perform (Sambrook, 2003).

Continuous Assessment is an effective engagement strategy. Instructional designers have a wide variety of choices about when in instruction to assess student knowledge and performance before, during, and after instruction. The use of multiple assessments throughout the course instruction is known as continuous assessment. As learners often prefer frequent feedback, the use of continuous assessment has been found to be an effective engagement strategy in both in-person and online learning contexts (Holmes, 2015).

Existing training on safety planning relevant to domestic violence advocates. Across the United States, there is a wide variety of curricula designed to train domestic violence advocates, including a model of online advocacy training sponsored by the Office for Victims of Crime (US Department of Justice, Office for Victims of Crime, n.d.). Additionally, other states such as California and Nevada offer online training, including content related to safety planning. Advocates participating in online training typically register with their relevant local agency to determine which curriculum is most appropriate for the context they are working in.

Methodology

Research Questions.

How does the use of case-based learning effect domestic violence advocate engagement during online training?

How does the use of continuous assessment effect domestic violence advocate engagement during online training?

Content Analysis. New advocate training in Hawai'i consists of twenty-five hours of instruction. For purposes of this project, one of the sub-topics of that instruction was chosen for testing: safety planning. Victims who seek assistance to either leave or manage, violence in their homes must determine what the best course of action is for their specific circumstances (T. K. Logan & Walker, 2018). Safety planning is a structured activity that helps a victim of domestic violence assess key safety dimensions of their unique situation including the potential lethality of their partner, issues to consider before and after leaving an abusive partner and resources available to support victims and their children.

Safety planning is considered one of the fundamental services that advocates provide domestic violence victims (T. Logan & Walker, 2018). This service can be provided in-person, over the phone, or even online. Perhaps in recognition of the importance of this service, advocates also identify safety planning as a skill that they desire more training and feedback about (T. K. Logan & Walker, 2018).

Instruction was designed to accomplish the following terminal objective: advocates will understand how to facilitate a conversation about safety planning with victims of domestic violence (Appendix A). This objective was supported by three subsidiary activities necessary to accomplish the objective: appreciate victim choice and autonomy, assess lethality, and identify key areas of safety assessment. The elements of the safety planning protocol are consistent with best practice models for safety plan delivery (Domestic Violence Resource Center, n.d.).

The content was also designed to engage learners (Appendix B). Using the ARCS framework, a hierarchy chart was created that identified a number of instructional engagement strategies relevant to victim advocates (Li & Keller, 2018). Each section of instruction will include overview and goals, an important element in gaining attention. The empowerment section, elements of a safety plan section, and synthesis section will integrate a case-based example. Case-based examples not only draw the attention of the learner, they can also be used to demonstrate relevance to the learner's role as an advocate. Throughout the instruction, advocates will participate in continuous assessment that will provide feedback about their progress. Each of these strategies should result in advocates who are more confident in their skills and satisfied in their role.

Appreciate victim choice and autonomy. The first training topic in the module was related to helping advocates appreciate victim choice and autonomy. While domestic violence victim services have been found to be generally effective, services that focus on empowering victim decision-making have been particularly effective and long-lasting (Allen et al., 2013). It is particularly important for advocates to understand, and respect, if a victim chooses not to disclose entirely (Curry et al., 2006). Learning to be non-judgmental is one of the key requests that advocates make to improve their practice around safety planning (T. K. Logan & Walker, 2018).

Assess Lethality - The United States has one of the highest rates of domestic violence homicide in the industrialized world (1 et al., 2017). Over the last three decades, much has been learned about the abusive behaviors are likely precursors to fatal violence such as controlling behavior, threats of violence, strangulation, and possession of firearms (Campbell et al., 2009). During the safety planning process, advocates can help victims determine if there are behaviors in the home which may put them more at risk for fatal violence or immediate harm.

Describe victim safety issues. Victim safety planning covers a host of concerns that include the potential for immediate harm, legal issues, impact on children, and logistical concerns such as documents and banking. Effective safety planning balances both short and long term needs as victims make decisions about what matters most to them (Murray et al., 2015). Advocates will need to understand the range of potential safety issues a victim may face before they can facilitate a conversation with a particular client.

Recruitment and Participants. The instruction was designed to be completed by domestic violence advocates who either new employees or volunteers at a community-based victim-services program. For purposes of this study, already credentialed victim advocates, primarily from the membership of HSCADV, were recruited to participate. All advocates were adults with access to a computer and broadband internet connection. All participants were English-proficient and did not require any visual or auditory accommodations. Participants were recruited through HSCADV's membership newsletter (Appendix F).

Advocates point to the importance of training, skill-building, and peer support as an essential tool to combat the feelings of trauma and isolation they experience over the course of their careers (Slattery, 2003). Online training, however, has not been a popular option because while advocates routinely use many forms of technology such as laptops and mobile phones in their work context, like many other kinds of non-traditional learners, they may not be universally comfortable with technology and may downplay their skills (Safford & Stinton, 2016). While no actual census data exists that describes the learning characteristics of new advocates, experienced practitioners in the field generally describe advocates who take their orientation trainings as younger and having attained up to a 4-year degree and, obviously, fewer years of field-specific professional experience.

Evaluation Instruments. This study used three instruments to gather data about participants and evaluate the performance of the learning module: a presurvey, continuous assessment questions during instruction, and a post-survey. The presurvey, using Google Forms, was designed to

collect demographic information, professional experience, and attitudes about technology and online learning (Appendix G). During the pre-survey, participants were asked about the importance they placed on instructional content commanding attention, being relevant to their professional roles, increasing their professional confidence, and improving their sense of confidence, which is consistent with Keller's ARCS model (2010).

Three continuous assessment questions were hosted directly on the Coalition Manager platform (Appendix H). The questions were developed to encourage learners to connect the instructional content to the case-based example. Questions were scored for accuracy, but because this study focuses on measuring engagement and not content mastery, there were no matching pre-test questions.

Finally, a post-instruction survey was created using Google Forms (Appendix I). The survey was comprised of 14 questions that were distilled and validated from Keller's longer, 36-question, Instructional Materials Motivation Survey (IMMS) (Huang et al., 2016; 2010). The shorter survey instrument, known as the Revised Instructional Materials Motivation Survey (RIMMS), uses three questions across each of the domains of attention, relevance, confidence, and satisfaction (Loorbach et al., 2015). Two questions were kept from the original IMMS, questions number 7 and 8 because they spoke to the use of stories and examples which were relevant to this project's use of a case-based scenario.

Project Design Strategies. One 60-minute module of HSCADV training curricula was revised and adapted for online participants. The module contained four types of media: a case-based video, instructional content, reference materials, and assessment questions. HSCADV uses a proprietary learning management system, Coalition Manager, that can host externally created Mp4 audio/video content created for instruction. Assessment content was created natively on the Coalition Manager platform.

The module used three case-based videos that followed the narrative of a fictional survivor named Lily (Figure 1) who was seeking services. Using a volunteer actress, the videos were filmed in 4K and processed into the Mp4 format, retaining both audio and video tracks. The script and storyboard for the case-based videos were vetted by staff from the HSCADV to ensure relevance and accuracy (Appendix J).

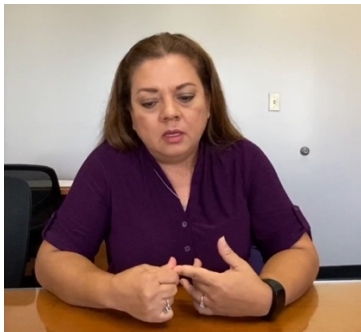


Figure 1. *Volunteer actress depicting a domestic violence victim.*

Instructional content was created in Microsoft PowerPoint, including all animations and voiceover content. The audio script was also reviewed by HSCADV staff, who recommended the inclusion of additional content related to stalking that was added for the final release of the module. In addition to the instructional video, all participants could download reference materials that documented the essential elements of a safety plan (Domestic Violence Resource Center, n.d.).

The visual design of the module used a vivid palette that conformed to the spirit of other HSCADV publications and announcements (Figure 2). While domestic violence is obviously a somber topic, advocates have anecdotally noted that brighter, more vibrant graphics can help break up the intensity of the content. During their review, HSCADV staff also suggested several revisions to make the slides more legible such as increasing the size of some of the fonts and graphics. HSCADV served as an organizational sponsor of this project, and the agency's logo was used with permission.



Figure 2. *HSCADV publication and template slide for safety planning module.*

In order to accommodate the continuous assessment questions (Appendix H), the module video was broken into three sections. At the end of each section, an assessment question was input directly on the Coalition Manager platform using the quiz function. Assessment questions were designed to reference the case-based narrative and content in that section. The Coalition Manager platform presented several challenges related to the development of continuous assessment questions, even though questions were not scored in terms of content mastery they were referred to a 'quizzes' by the platform and assigned a percentage score (Figure 3). Additionally, despite being allowed multiple chances to answer a question, learners only received feedback about *correct* answers (Figure 4).



Results

A total of 10 domestic violence advocates, nine women and one man, participated in this study. All participants were over the age of 18, and the four members (40%) of age group 22-31 years old comprised the largest age subcategory. Nine participants were already credentialed to provide domestic violence services in the state of Hawaii, and one advocate was credentialed in another state. Participants represented a span of prior educational experience ranging from a high school diploma to post-graduate degrees. Participants also had significant variations in years of professional experience with the largest group in this cohort (40%) having worked in the domestic violence field for less than two years (Table 1).

Table 1
Professional Experience and Educational Attainment

	HS/AA	4Yr	Postgraduate
n=10			
>2yrs Exp.	10%	10%	20%
3-5yrs Exp.			20%
6-10yrs Exp.			10%
11-15yrs Exp.			10%
Over 16 yrs.		10%	

During the pre-survey process (Appendix G), advocates were asked about their attitudes about technology and experience with online learning, 7 participants (70%) indicated that they were very or extremely comfortable with technology and 9 participants (90%) had prior experience with online classes. The majority of those participants that had prior experience with online learning (77%) indicated that they enjoyed the format; however, when asked directly if they prefer online or live training, participants were either neutral or preferred in-person learning. When provided the optional opportunity to describe what they enjoyed about online learning, four participants responded that they appreciated the flexibility of being able to schedule instruction around work and family commitments.

When asked during the pre-survey what importance they placed on educational content being engaging, participants rated that affective element as a 4.5 on a 5-point scale. Participants also rated the importance of content that was relevant to their role and increased their confidence as 4.1 and 4.4, respectively.

During instruction, participants were asked three questions related to the case-based scenario that preceded each section of the training (Appendix H). The questions were designed to assess if participants were connecting elements of the scenario with the concepts being discussed throughout the module. All participants answered the second and third questions correctly. The first question, however, proved to be more challenging, with over half of the participants answering incorrectly. Based on participant feedback provided in the additional comments section of the third survey, it is likely that this variation in performance was due, in part, to the construction of the question, which one participant described as unclear. Participants may have also answered the first question in error at a higher rate because they were not specifically told they would be assessed on case-based scenario content.

Upon the completion of instruction, participants were asked to complete a 14-question survey (Appendix I) that used the RIMMS (Loorbach et al., 2015) assessment instrument to ascertain if the module gained their attention, was relevant to their work, increased their professional confidence and left them feeling satisfied. As a whole, participants rated the module 4.36 on a 5-point scale. When looking across all measures, participants with learner characteristics that most closely resemble first-time advocates in terms of fewer years of experience, younger in age and educational attainment up to a 4-year degree, rated the training higher than their participant counterparts (Table 2).

Table 2
Overall Scores

		mean score (sd =.21)
All participants	n=10	4.36
Up to a 4-year deg.	n=3	4.79
Post-graduate	n=7	4.12
>5 years exp.	n=6	4.43
<5 years exp.	n=4	4.2
Under 41	n=5	4.45
Over 41	n=5	4.23

The safety planning module was designed for individuals who were beginning their initial training to be credentialed as a domestic violence advocate. In general, these learners would have little experience in the field, are younger, and have achieved a 4-year degree. In many respects, the participant sample of credentialed advocates have similar characteristics: 6 individuals (60%) of the sample had less than five years of experience in the field, 3 (30%) individuals had achieved up to a 4-year degree, and five individuals (50%) were under the age of 41. However, over 70% of the sample had an educational attainment level higher than most practitioners (post-graduate degree), which may account for their difference in scoring across several questions in the survey.

Attention. For the first cluster of questions related to gaining attention, participants gave the module an average score of 4.1 on a five-point scale. While no response in this category was more than one standard deviation from the mean for each question, participants with a 4-year degree or less and participants under 41 years of age provided the highest ratings (Table 3).

Table 3
Attention Scores

n=10		Q1.	Q2.	Q3.
Mean		4.14	4.1	4.1
Standard Deviation		.83	.83	.7
		By Educational Attainment		
Up to a 4-year deg.	n=3	4.33	4.67	4.33
Post-Grad. Degree	n=7	4	3.86	4
		By Years of Experience		
>5 Years	n=6	4	4.17	4
<5 Years	n=4	4.25	4	4.25
		By Age		
Under 41	n=5	4.2	4.2	4.2
Over 41	n=5	4	4	4

Relevance. The second cluster of five questions in the post-instruction survey asked participants how relevant they found the module to their work. Participants generally found the content professionally relevant and gave the module an average rating of 4.64 out of 5. Participants with up to a 4-year degree provided the highest ratings of 4.9 out of 5 for this section. In one question (Q4), advocates with postgraduate degrees as well as advocates aged over 41 gave attention scores *lower* than one standard deviation for that question (Table 4).

Table 4
Relevance Scores

n=10		Q4.	Q5.	Q6.	Q7.	Q8.
Mean		4.8	4.7	4.7	4.3	4.7
Standard Dev.		.4	.46	.46	.64	.64
		By Educational Attainment				
4-Yr or Less	n=3	5.0	5.0	5.0	4.67	5
Post-Grad.	n=7	4.4	4.57	4.57	4.4	4.57
		By Years of Experience				
>5 Years	n=6	4.5	4.67	4.67	4.5	4.67
<5 Years	n=4	4.75	4.75	4.75	4	4.75
		By Age				
Under 41	n=5	4.8	4.6	4.6	4.4	4.4
Over 41	n=5	4.4	4.8	4.8	4.2	5

Confidence. In terms of confidence, advocates scored the module, on average, 4.6 out of 5. Participants with a 4-year degree or lower provided the highest average scores (5 out of 5). Participants under the age of 41, consistently rated the module higher than their older colleagues. Advocates with less than five years of experience rated the module higher on two out of three questions in this section (Table 5).

Table 5
Confidence Scores

n=10		Q9	Q10.	Q11.
Mean		4.4	4.6	4.7
Standard Deviation		.91	.66	.46
		By Educational Attainment		
4-Yr Deg. or Less	n=3	5.0	5.0	5.0
Post-Grad. Degree	n=7	4.14	4.43	4.57
		By Years of Experience		
>5 Years	n=6	4.33	4.67	4.83
<5 Years	n=4	4.5	4.5	4.5
		By Age		
Under 41	n=5	4.6	4.8	4.8
Over 41	n=5	4.2	4.4	4.6

Satisfaction. For the final cluster of questions related to satisfaction, participants offered the lowest set of scores in the assessment, with the ratings averaging 4.1 out of 5. Participants with a 4-year degree or less, as a subcategory, continued to score the highest ratings (4.89 out of 5), and their answers to question 14 were one standard deviation *higher* than the mean for that question. Participants under 41 years old, as well as participants with less than five years of professional experience, also rated the module higher in terms of satisfaction. In contrast, participants with over five years of advocacy experience, participants over age 41, and participants with a postgraduate degree provided generally lower ratings in this category (Table 6).

Table 6
Satisfaction Scores

n=10		Q12.	Q13.	Q14.
Mean		4	4	4.2
Standard Deviation		1.3	1.2	.98
		By Educational Attainment		
4-Yr Deg. or Less	n=3	5	4.67	5
Post-Grad. Degree	n=7	3.57	3.71	3.86
		By Years of Experience		
>5 Years	n=6	4.3	4.3	4.7
<5 Years	n=4	3.5	3.5	4.25
		By Age		
Under 41	n=5	4.2	4.2	4.4
Over 41	n=5	3.8	3.8	4

Participants who most resembled two characteristics of the target learners, individuals who were younger and individuals who had an educational attainment level of up to 4-year degree, had higher average scores across almost every question. In particular, advocates with educational attainment levels of up to a 4-year degree rated the training across the dimensions of relevance, confidence, and satisfaction as highly effective. These scores would seem to indicate that the training could be successful with new advocates with similar characteristics.

Discussion

Overall, participants generally found the module to be successful in maintaining their attention, providing relevant content, increasing satisfaction, and improving learner confidence. Consistent with Logan and Walker's findings of the importance that advocates place on the subject of safety planning, participants rated the relevance of the module's content as its strongest element (2018). It's clear that across the various sub-groups of learners in this study, safety planning content was timely and strongly related to the work they perform.

The module was the most successful among participants who had some, or all of the typical characteristics of a newly hired advocate: less professional experience, younger in age, and up to

a 4-year degree. For these learners, the affective strategies used seemed to not only increase their knowledge but gave them a chance to briefly integrate that information with a case-study that reflected their professional duties. For new advocates who may be anxious and apprehensive about their ability to complete what they feel is an essential task, even the minimal reinforcement provided by the training platform may have been enough to increase their confidence and satisfaction.

For participants with more content expertise, professional experience, or education, the module was less successful. The lower scores may be because the content is already very familiar to participants due to prior training and skill development. Similarly, affective elements of the training might have felt less compelling to that subgroup because of their prior experiences with other kinds of online learning, or because of a more deeply entrenched preference for in-person training. While these learners felt the content was relevant, they did not feel that the module was as satisfying or confidence-building as their cohorts. These scores may have implications for instructional designers who are building digital content for intermediate to expert practitioners who may require additional reinforcement and interaction from their online learning experience.

This study was designed to test two specific affective instructional approaches: case-based learning and continuous assessment to determine if either strategy effected learner engagement. Based on the participant scores using the RIMMS assessment tool, the case-based learning elements of the module seemed to successfully attract attention and interest from the participants while use of continuous assessment was less successful in helping all participants feel confident and successful. While there is literature that seems to indicate that the use of continuous assessment is a promising practice, there is also some evidence to suggest that students see the use of continuous assessment as a test in disguise (Dejene & Chen, 2019). Participants in this study may have logically concluded that the continuous assessment questions were a poorly obfuscated test because the only feedback mechanism that the Coalition Manager platform offered was a “quiz” function that only gave encouraging feedback when questions were answered correctly. Future modules developed for this training should either reconsider the use of continuous assessment in this form because of the limitations of the content platform or attempt to reformulate the questions with language that is more obviously supportive and friendly. It might also be useful to add a usability element to the assessment to determine if learners who rated the module lower in the dimensions of success were frustrated by the content or the user interface of the learning management system.

Platform limitations aside, participant success answering the continuous assessment questions did establish that learners were listening specifically and carefully to the case-based narrative. Additionally, learners were able to connect elements of the case-based narrative with content that was discussed throughout the module. These findings suggest that the use of a case-based scenario impacted learners by gaining their attention to relevant content.

For future research, it would be useful target learner characteristics more carefully. While some variations, such as years of experience in the field, can be controlled for by clearly identifying the intended audience of a training, other factors like educational attainment and age will vary for each group of new hires. The variations between the scores of participants with different level of educational attainment, in particular, poses a significant challenge to workforce

development initiatives that attempt to create online learning for workers who have significant differences in educational background. It would be helpful to continue to study these differences to determine if there are affective strategies that could be used to appeal to learners of diverse backgrounds and skills in this professional sector.

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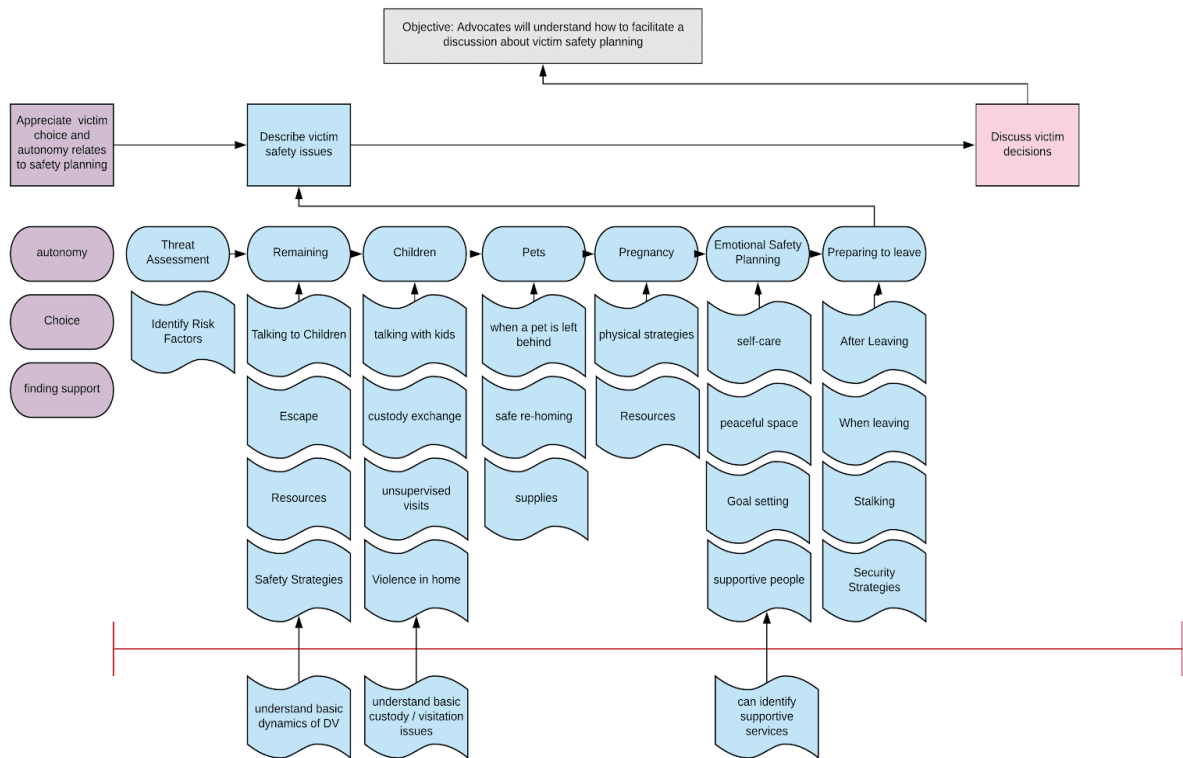
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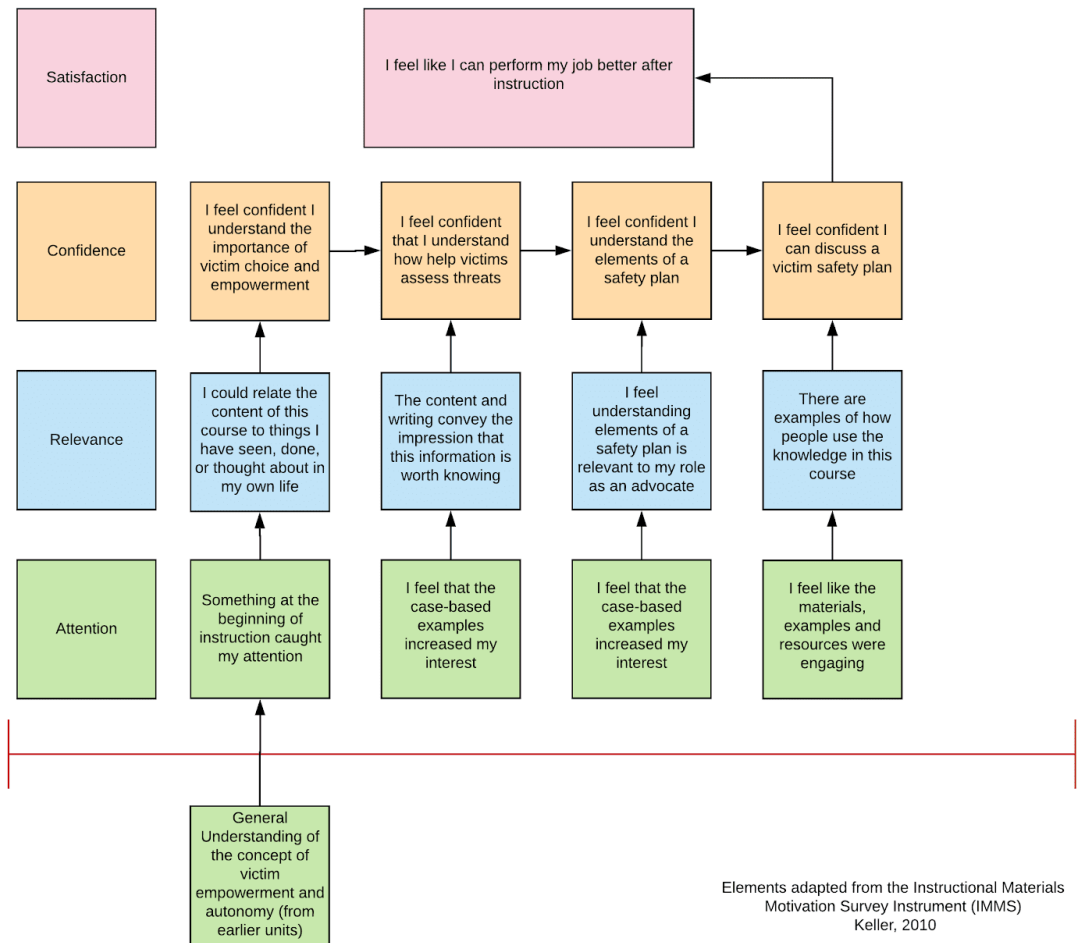
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<https://www.ovcttac.gov/views/TrainingMaterials/dspTrainingByRequest.cfm>

Appendix A Instructional Chart



Appendix B ARCS Chart



Appendix C Project Timeline

Date	Item
Oct - 19	Begin writing detailed project plan.
	Begin IRB approval process
	Create data collection tools for pre/post surveys
Nov-19	Continue to revise and refine project plan
	Continue to develop instructional content
	Submit IRB application for approval
Dec - 19	Instructional content completed
	Plan approved
Jan - 20	Audio Video content completed
	Login credentials to Coalition Manager obtained
	Upon approval from IRB, begin project implementation
	Audio/video content uploaded to Coalition Manager
	Assessment questions loaded into Coalition Manager
Feb-20	All Advocate volunteers identified
	Pre-survey with consent forms sent to volunteers
	Content review and dry-run tests of Coalition Manager functionality with HSCADV staff
	Pre-survey and consent forms due from volunteers

	Instruction opens 2/16
March - 20	Instruction and surveys completed by 3/1
	Data analysis
April - 20	Data analysis
	Final paper due

Appendix D IRB Approval



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of HAWAII®
MĀNOA

Office of Research Compliance
Human Studies Program

DATE: December 18, 2019
TO: Ho, Curtis, University of Hawaii at Manoa, Department of Learning Design and Technology
Brown-McBride, Suzanne, University of Hawaii at Manoa, Department of Learning Design and Technology
FROM: Rivera, Victoria, Dir, Ofc of Rsch Compliance, Social&Behav Exempt
PROTOCOL TITLE: Helping the Helpers: A Learning Assessment of Domestic Violence Online Advocacy Training
FUNDING SOURCE:
PROTOCOL NUMBER: 2019-00935
APPROVAL DATE: December 18, 2019

NOTICE OF APPROVAL FOR HUMAN RESEARCH

This letter is your record of the Human Studies Program approval of this study as exempt.

On December 18, 2019, the University of Hawaii (UH) Human Studies Program approved this study as exempt from federal regulations pertaining to the protection of human research participants. The authority for the exemption applicable to your study is documented in the Code of Federal Regulations at 45 CFR 46.101(b) 3.

Exempt studies are subject to the ethical principles articulated in The Belmont Report, found at the OHRP Website www.hhs.gov/ohrp/humansubjects/guidance/belmont.html.

Exempt studies do not require regular continuing review by the Human Studies Program. However, if you propose to modify your study, you must receive approval from the Human Studies Program prior to implementing any changes. You can submit your proposed changes via the UH eProtocol application. The Human Studies Program may review the exempt status at that time and request an application for approval as non-exempt research.

In order to protect the confidentiality of research participants, we encourage you to destroy private information which can be linked to the identities of individuals as soon as it is reasonable to do so. Signed consent forms, as applicable to your study, should be maintained for at least the duration of your project.

This approval does not expire. However, please notify the Human Studies Program when your study is complete. Upon notification, we will close our files pertaining to your study.

If you have any questions relating to the protection of human research participants, please contact the Human Studies Program by phone at 956-5007 or email uhirb@hawaii.edu. We wish you success in carrying out your research project.

UH Human Studies Program, Office of Research Compliance
Office of the Vice President for Research and Innovation, University of Hawaii'i, System
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<https://www.hawaii.edu/researchcompliance/human-studies>
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Appendix E Consent Form

Safety Planning Module for DV Advocates –

Pre survey

Aloha! My name is Suzanne Brown-McBride and you have been invited to take part in a research study. I am a graduate student at the University of Hawai'i at Mānoa in the Department of Learning Design and Technology. As part of the requirements for earning my graduate degree, I am doing a research project.

What are you being asked to do?

If you participate in this project, you will be asked to:

- Take a short survey before instruction (the survey you are taking right now!)
- Participate in a 60 -minute instructional module
- Take a short survey post-instruction.

Taking part in this study is your choice!

Your participation in this project is completely voluntary. You may stop participating at any time. If you stop being in the study, there will be no penalty or loss to you. Your choice to participate or not participate will not impact your employment or standing as a member of the Hawai'i Coalition Against Domestic Violence.

Why is this study being done?

The purpose of my project is to evaluate the effectiveness of a redesigned portion of HSCADV's 25-hour advocate training. I am asking you to participate because you are a domestic violence advocate.

If you have any questions about this study, please call or email me at 916-743-9348 or sbrownmc@hawaii.edu. You may also contact my faculty advisor, Dr. Curtis Ho at (808) 956-7771 & curtis@hawaii.edu.

You may contact the UH Human Studies Program at 808.956.5007 or uhirb@hawaii.edu to discuss problems, concerns and questions, obtain information or offer input with an informed individual who is unaffiliated with the specific research protocol. Please visit <http://go.hawaii.edu/jRd> for more information on your rights as a research participant.

Please read the question below. If you wish to complete the survey and take part in the instruction, click "yes, I agree". If you do not wish to complete the survey, click "no, I don't agree".

Mahalo!

Email address *

Valid email address

Appendix F Participant Recruitment Letter

HSCADV Members,

The coalition is in the process of revising and refreshing our 25-hour advocacy training, and we are looking for volunteers to help evaluate a new 1-hour module on Victim Safety Planning.

This module will be hosted on our Coalition Manager platform and consists of:

-
- A short pre-survey (less than 10 minutes)
- Instructional videos (approximately 60 minutes of instruction)
- A short post-survey (less than 15 minutes)

The module will be available for your review between February 2-18, 2020.

Your feedback about this module will be extremely helpful in determining how best to design our online trainings!

This module was designed by Suzanne Brown-McBride, an advocate and student at the University of Hawai'i Mānoa in the Department of Learning Design and Technology.

If you are interested in helping, please contact Suzanne at sbrownmc@hawaii.edu
Mahalo!

Appendix G Pre-survey Questions

How old are you?

- Under 21 years old
- 22-31 years old
- 32-41 years old
- 42-51 years old
- 52-61 years old
- Over 65

What is your gender?

- Female
- Male
- Non-binary / third gender
- Prefer not to say

What was the last school milestone you completed?

- High school
- 2-year college degree
- 4-year college degree
- Graduate school (Masters, Ph.D., or other terminal degree)

How long have you been a domestic violence advocate?

- Less than 2 years
- Between 3-5 years
- Between 6-10 years
- Between 11-15 years
- Over 16 years

I enjoy using technology

- Likert scale 1 (avoid) - 5 (love)

I use a mobile phone

- At least daily
- At least weekly
- At least monthly
- Almost never

Appendix G Pre-survey Questions Continued

I use a desktop or laptop computer

- At least daily
- At least weekly
- At least monthly
- Almost never

I use a tablet (iPad / Surface, etc.)

- At least daily
- At least weekly
- At least monthly
- Almost never

I use a gaming console

- At least daily
- At least weekly
- At least monthly
- Almost never

Have you ever taken an online class?

- Yes
- No

[if yes]

What kind of online class have you taken?

- Class sponsored or affiliated with a college or university?
- Online tutorial (Lyndia.com, or Udemy, etc)
- Webinar sponsored by HSCADV or other agency related to my job
- Other [freeform]

Did you enjoy the previous online class?

- Yes
- No

Why? [freeform]

Appendix G Pre-survey Questions Continued

I learn best

- When reading
- When listening
- While participating in activities
- While working in groups
- Other [freeform]

How important is it that training content be engaging?

- Likert scale 1 (not important) to 5 (very important)

How important is it that training content be relevant to your job?

- Likert scale 1 (not important) to 5 (very important)

How important is it that training events be flexible to fit into your schedule?

- Likert scale 1 (not important) to 5 (very important)

How important is it that training makes you feel confident about your job?

- Likert scale 1 (not important) to 5 (very important)

How important is it to know that you can ask questions or interact with your instructor?

- Likert scale 1 (not important) to 5 (very important)

How important is cost when thinking about participating in an online class?

- Likert scale 1 (not important) to 5 (very important)

Do you prefer to learn online or in person?

- Likert scale 1 (online) to 5 (in person)

Hosted on Google Forms

https://docs.google.com/forms/d/e/1FAIpQLScsj-Ynpiwz5KRh4ja8QdWjjheZtBm-MVAb4Rlm7KaVZPpVKQ/viewform?usp=sf_link

Appendix H Continuous Assessment Questions

1. Based on just what you heard Lily tell you in your first meeting, do you think she has experienced abuse that might put her at risk of more extreme violence
 - a) No concerning behaviors (0 risk factors)
 - b) There were a few concerning behaviors (1-3 risk factors)
 - c) *There were a moderate number of concerning behaviors (4-6)
 - d) There were a significant number of concerning behaviors (over 6)

Feedback language based on correct answer: Correct! During your first conversation she has described 4 risk factors (alcohol abuse, controlling behavior, threats to kill, abuser avoided prior DV arrest). While these findings DO NOT predict risk, they can help illustrate concerning behavior.

2. Based on your conversations with Lily so far, what issues would you be sure to discuss?
 - a) Safety while living with an abusive partner
 - b) safety planning with children
 - c) safety planning with pets
 - d) safety planning during pregnancy
 - e) emotional Safety planning
 - f) A, C&D
 - g) *A, B&E

Feedback language based on correct answer: Correct! Lily has mentioned that she wants to stay with her partner. She also has children and might benefit from emotional safety planning.

3. Where might be a safe place that Lily could keep documentation of her abuse?
 - a) The back of her closet.
 - b) *With her mother.
 - c) In her kid's room.
 - d) In her car.

Feedback language based on correct answer: Correct! Lily has mentioned that she is in contact with her mother, and that she helped Lily in the past. If Lily thinks that her mother is safe and supportive, her home might be an appropriate place to keep documentation of abuse.

Appendix I Post-survey questions

Attention

1. Did this module keep your attention?
 - Likert scale 1(not true) to 5 (very true)
2. The way the information is arranged on the pages helped keep my attention
 - Likert scale 1(not true) to 5 (very true)
3. The variety of reading passages, exercises, illustrations, ect. Helped keep my attention on the course.
 - Likert scale 1(not true) to 5 (very true)

Any other feedback you would like to offer?

- [freeform]

Relevance

4. It is clear to me how the content of this material is related to things I already know.
 - Likert scale 1(not true) to 5 (very true)
5. There content and style of writing in this course convey the impression that its content is worth knowing.
 - Likert scale 1(not true) to 5 (very true)
6. The content of this course will be useful to me.
 - Likert scale 1(not true) to 5 (very true)
7. There were stories, pictures or examples that showed me how this material could be important to some people.
 - Likert scale 1(not true) to 5 (very true)
8. There are explanations or examples of how people use the knowledge in this course.
 - Likert scale 1(not true) to 5 (very true)

Any other feedback you would like to offer about the relevance of this content to your work?

- [freeform]

Appendix I Post-survey Questions Continued

Confidence

9. After reading the introductory information, I felt confident that I knew what I was supposed to learn from this course.
 - Likert scale 1(not true) to 5 (very true)
10. As I worked on this course, I was confident I could learn the content.
 - Likert scale 1(not true) to 5 (very true)
11. The good organization of the content helped me be confident that I would learn the material.
 - Likert scale 1(not true) to 5 (very true)

Any other feedback you would like to offer about how this content did make/didn't make you feel more confident?

- [freeform]

Satisfaction

12. Completing the exercises in this course gave me a feeling of accomplishment.
 - Likert scale 1(not true) to 5 (very true)
13. The wording of feedback after the exercises, or other comments in this course, helped me feel rewarded for my effort.
 - Likert scale 1(not true) to 5 (very true)
14. It was a pleasure to work on such a well-designed course
 - Likert scale 1(not true) to 5 (very true)

Any other feedback you would like to offer about how this content did/did not help you feel satisfied.

- [freeform]

Hosted on Google Forms

https://docs.google.com/forms/d/e/1FAIpQLSfnyxADMd1U0brsWkxrVreqzls5VNjFBh6vrkypNyVkyg4osg/viewform?usp=sf_link

Appendix J Case-based scenario script

Video 1: Meeting Lily



VIDEO 1: I'm not even sure why I'm here. My boyfriend and I had a fight last night and one of my neighbors must have called the cops. I kept telling them it was nothing, Tommy has just been really stressed out because he got laid off from his job a couple of weeks ago. He was watching the game and had a few - you know - letting off steam. [Sigh] Anyway, we got a late notice on our power bill and Tommy got really angry. I tried to tell him that he never leaves me the car to go drop off a check, and I don't have the password to our internet banking so I couldn't pay the bill but he wouldn't listen! He just got angrier and angrier and shouted a bunch of stupid stuff like he was gonna kill me. I guess one of my neighbors heard all the noise because the next thing I know, 5-0 was at the door and I'm trying to explain that it's all OK, like I did last time. I don't know how me and the kids would keep our place if he was gone. I eventually got the cops to leave, but they gave me your card and made me promise I would call. (1:30)

Video 2: Thinking about leaving



VIDEO 2: I know I've made him sound kinda bad. Listen [frustrated sigh], I just don't want to leave. Tommy is just in a tight spot right now, once he gets a new job it will be better, it always is. I just want to figure out how what to do while he's moping around the house, especially when he starts drinking at night. That's when he says all the crazy stuff that scares the kids like he's gonna shoot the dog or take them away from me. When he drinks like that, he seems like another person. And then he's home all day just driving me crazy. It's like all he does is watch what I'm doing and who I'm talking to - I tried to call my mom, just to say hi, and he just stood there and listened to us talk. My phone is out of minutes so I had to use his and the longer I talked the angrier he got. He just kept pointing to his watch and telling me to finish up. Once I hung up he grabbed the phone and threw it at the wall - now it doesn't work and there's no way to call anyone. I just need to figure out what I can do before he breaks anything else! (1:30)

Appendix J Case-based Scenario Script (continued)

Video 3: Developing a plan.



VIDEO 3: Those were some good ideas! I didn't know you could help with anything if I didn't leave Tommy. I think that I'm going to start with talking to my upstairs neighbor, it wouldn't hurt to have a way to reach out to her if he gets crazy some night. I'm going to start going out and getting the mail every day, that way I can say hello without Tommy freaking out. Maybe she'll even let me use the phone to call my mom. I bet my mom could put some minutes on my phone, just in case.

And I think I need to talk with my kids. I try to keep them in the other room, but I'm pretty sure they hear everything he says - the place is pretty small. His temper can be really scary, and I want them to know what to do. I like telling them that we are practicing for an emergency - that way I won't have to worry that they are going to tell him that we are practicing to make we know what to do when he explodes.
(1:30)

Appendix K Citi Training Certificates